

**UNIVERSITY OF DAR ES SALAAM**



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**MKWAWA UNIVERSITY COLLEGE OF EDUCATION**

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**ROLLING STRATEGIC PLAN  
2020/2021-2024/2025**

Mkwawa University College of Education,  
P.O. Box 2513,  
**IRINGA**

**December, 2019**

**MKWAWA UNIVERSITY COLLEGE OF EDUCATION**

**ROLLING STRATEGIC PLAN 2020/2021-2024/2025**

December, 2019

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

AIDS	Acquired Immune Deficiency Syndrome
CCM	Chama Cha Mapinduzi
CCTV	Closed-Circuit Television
CD	Capital Development
COSTECH	Tanzania Commission for Science and Technology
CPI	Corruption Perception Indexes
CPRC	Coordinator, Postgraduate Studies, Research and Consultancy
CSO	Civil Society Organisations
CUS	Coordinator, Undergraduate Studies
DHRA	Director for Human Resources and Administration
DUCE	Dar es Salaam University College of Education
GDP	Gross Domestic Product
HESLB	Higher Education Students' Loans Board
HIV	Human Immunodeficiency Virus
HLI	Higher Learning Institutions
ICT	Information and Communication Technology
IRMU	Investment and Resources Mobilisation Unit
M&E	Monitoring and Evaluation
MoEST	Ministry of Education, Science and Technology
MoFP	Ministry of Finance and Planning
MOI	Medical Officer In-Charge
MoU	Memorandum of Understanding
MTEF	Medium Term Expenditure Framework
MUCE	Mkwawa University College of Education
NBS	National Bureau of Statistics
NCD	Non-Communicable Diseases

NFYDP	National Five Year Development Plan
NGOs	Non-Governmental Organizations
NM-AIST	Nelson Mandela African Institution of Science and Technology
PGDE	Postgraduate Diploma in Education
PPP	Public Private Partnership
PR	Public Relations
QA	Quality Assurance
RSP	Rolling Strategic Plan
SAU	System Administration Unit
SDGs	Sustainable Development Goals
STEM	Science, Technology, Engineering and Mathematics
SWOC	Strengths, Weaknesses, Opportunities and Challenges
TCU	Tanzania Commission for Universities
UDOM	University of Dodoma
UDSM	University of Dar es Salaam
WHO	World Health Organization

## **Policy Statement by Chairperson to the College Governing Board**

The National Development Vision of 2025 attaches high importance to a well educated and learning society as one of the key pillars to transform the nation into a middle income and semi-industrialised economy by 2025. Similarly, the national education policy framework emphasizes on science and technology and assigns to universities the role of ensuring availability of graduates with requisite skills, appropriate behaviours and entrepreneurial attitudes for industrial development. The policy framework also calls for effective and accountable management of universities to ensure proper and effective utilisation of resources. In this regard, there has been substantial government investment in higher education.

Mkwawa University College of Education (MUCE) has been contributing to the national's development aspirations by ensuring that it produces graduates with long-life learning skills and appropriate behaviours and attitudes. It has also continued to deliver relevant research outputs and offering public services that meet the needs and expectations of the communities we serve. These have been achieved through effective planning and execution of the plans. It is in line with this spirit, the College has developed the 2020/2021-2024/2025 Rolling Strategic Plan (RSP).

This RSP provides a road map on where the College wants to be in the next five years and commits the College to ensuring teaching and learning of the highest quality, undertake research and professional practice which enrich innovation. It is our expectations that with continued Government and other stakeholders support, this RSP will be successfully implemented.



Prof. William A. L. Anangisye (PhD)

**Chairperson, Governing Board**

Mkwawa University College of Education

December, 2019



## PREFACE

Mkwawa University College of Education (MUCE) has been translating the national's development aspirations through developing and implementing five-year span Rolling Strategic Plan (RSP). In the preceding RSP (2015/2016– 2019/2020), MUCE has contributed to the nation's education needs by widening access to higher education and producing qualified classroom teachers and educational officials. Several achievements have been recorded including increased human resources capacity, expansion of infrastructures, increased research outputs and public services and enrolment in academic programmes. Despite these achievements, the College is still in high need of academic, technical and administrative staff, adequate funding, teaching and learning infrastructure.

In the current RSP (2020/2021-2024/2025) the College envisions to become a regional centre of excellence contributing to sustainable development by producing highly skilled and inspired graduates, innovative research output, and providing acclaimed public services. To realise these ambitions, this RSP aims at increasing in enrolment, diversifying academic programmes, improving quality of teaching and learning; increasing quality and volume of innovative research and public services; and improving institutional management and governance.

This strategic plan is an outcome of consultative process with key stakeholders. I would like therefore to appreciate the contributions of MUCE staff and students as well as external stakeholders including UDSM, DUCE, NM-AIST, MoEST, MoFP, TCU, UDOM, COSTECH, HakiElimu, to mention but a few. In particular, I extend my appreciation to the RSP Review Team that worked diligently to develop this strategic plan. I have confidence in the ability and commitment of the College management and staff in implementing this RSP successfully. It is therefore, my humble request to the Government and other stakeholders to support the implementation of this RSP.



Professor Esther W. Dungumaro

**Principal, Mkwawa University College of Education**

December, 2019

## EXECUTIVE SUMMARY

Mkwawa University College of Education (MUCE) is a public institution that was established on 1<sup>st</sup> September, 2005. The College is mandated to undertake teaching, research, and offer public services. In realising its core functions, MUCE has been implementing Five Year Rolling Strategic Plans. Nine (9) Strategic Objectives were addressed during implementation of the preceding RSP (2015/16-2019/20) and substantial achievements were realised, albeit several challenges.

The purpose of the current RSP is to improve institutional performance and accountability, create more relevant institutional structures and strengthen the existing ones, and enhance financial mobilisation and management. It puts an emphasis on science and technology and creating an enabling environment for teaching and learning, research and public services.

This Strategic Plan outlines the College strategic priorities as set in the Vision, Mission and Strategic Objectives. The College Vision is *“To become a regional centre of excellence contributing to sustainable development by producing highly skilled and inspired graduates, innovative research output, and providing acclaimed public services.”* The Mission is *“To promote societal wellbeing through quality education, research, and public services.”* In realising the mission, hence vision, the College will implement the following five strategic objectives:

- A. Health Services Improved and HIV/AIDS Infections, Drug Abuse and Non-Communicable Diseases Reduced;
- B. Implementation of National Anti-Corruption Strategy Enhanced and Sustained;
- C. Enrolment Increased, Academic Programmes Diversified and Quality of Teaching and Learning Improved;
- D. Quality and Volume of Innovative Research and Public Services Increased; and
- E. Institutional Management and Governance Improved.

The RSP also sets the framework of implementing strategic objectives and monitoring and evaluation plan which will involve periodic audits, preparation and reporting of performance to appropriate levels.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background**

Mkwawa University College of Education (MUCE) is a public entity and a Constituent College of the University of Dar es Salaam (UDSM) that was established on 1<sup>st</sup> September, 2005 after upgrading the former Mkwawa High School. The College was established by order under Section 55 (1) of the UDSM Act No. 12 of 1970 and published in the Government Notice No. 2003 on 22<sup>nd</sup> July 2005. In line with the Universities Act, 2005, MUCE was granted its Charter in 2009 and registered as an accredited University institution in Tanzania since 2015. The College is located in the Southern Highlands of Tanzania about three kilometres from Iringa town centre.

The College is dedicated to the pursuit of excellence in higher education in promoting economic and social prosperity of the nation. Currently, the College is organised into three faculties, namely; Faculty of Education, Faculty of Humanities and Social Sciences and Faculty of Science with seven academic departments, and thirteen administrative units and departments. The College currently offers four undergraduate and six postgraduate degree programmes.

### **1.2 Mandate and Core Function of the College**

As stipulated in the College Charter 2009, the College is mandated to undertake teaching, research, offer public services, and confer degrees in the name of the UDSM. The core function of the College is to advance knowledge and creativity through provision of higher education, research and consultancy. The College is also responsible to foster social, moral, and intellectual development of mankind.

### **1.3 The Purpose and Rationale of the RSP**

Strategic plan is an important management tool for organisational effectiveness and a statutory requirement for all public institutions. Mindful of these facts, since its establishment, MUCE's operations have been guided by five-year span Rolling Strategic Plans (RSPs). This RSP is preceded by that of 2015/2016-2019/2020 ending in June, 2020. The outgoing RSP had nine strategic objectives which were achieved at different levels. The areas of objectives which were not achieved have been rolled and objectives streamlined to five. The purpose of the current RSP is to improve institutional performance and accountability, create more relevant and vibrant institutional structures and strengthen the existing ones, and enhance financial mobilisation and management. It puts an emphasis on science and technology and an enabling environment for public services, teaching, learning and research that promotes entrepreneurship and innovation to graduates.

The 2020/2021-2024/2025 RSP provides a roadmap of MUCE for realising its mission in the next five years. Successful implementation of the RSP will contribute to realisation of the National Development Vision 2025 and Sustainable Development Goals (SDGs) 2030 through spearheading excellence in provision of quality education, innovative research, and public services. More specifically, strategic outcomes and targets to be realised under this plan will contribute to the national's industrialisation endeavour by producing highly skilled labour force with long-life learning skills, requisite behaviours and attitudes in transforming the national into the middle income economy.

#### **1.4 Methodology**

The plan was developed through a consultative and participatory approach. It draws from interviews and discussions from a cross-section of stakeholders both within and outside the College. Internally, a series of consultations were conducted with the College management, the staff and students. External stakeholders including selected public universities, Civil Society Organisations (CSO), Tanzania Commission for Universities (TCU), Tanzania Commission for Science and Technology (COSTECH), Higher Education Students' Loans Board (HESLB), the Ministry of Education, Science and Technology (MoEST) and Treasury Registrar were consulted. In addition, key relevant documents were reviewed including Tanzania Development Vision 2025, the National Five Years Development Plan (2016/17-2020/21), the ruling party (CCM) election manifesto (2015-2020), MUCE Charter and Rules 2009, MUCE RSP 2015/16-2019/20, UDSM Vision 2061, Tanzania Education and Training Policies (1995; 2014), SDGs 2030, demographic and economic surveys, MoEST and Ministry of Finance and Planning (MoFP) strategic plans, as well as strategic plans from selected domestic and international universities. Information generated from both documentary analysis and interviews formed the basis for stakeholders' and SWOC analyses which in turn led to the identification of key strategic issues and areas of focus in this RSP.

The RSP went through various stages. First, a RSP review team was formed. The team started by reviewing strategic planning literature with a particular focus on qualities of a good strategic plan. Then, collection and analysis of data were conducted and a draft RSP written through a series of strategic planning workshops. The draft RSP went through a rigorous process of consultations and quality assurance. First, it was shared to MUCE management and head of administrative and academic departments and units for familiarisation and inputs and later reviewed by two external experts from MoFP. Moreover, it passed through various stages of scrutiny and approval by mandated College organs and the Treasury Registrar.

### **1.5 Organisation of the Plan**

The RSP is organised into four chapters. Chapter one provides introduction including background, mandate and core functions of the College, the purpose and rationale of the RSP and methodology. Chapter two presents situation analysis which includes the performance review, environmental scanning, stakeholders' and SWOC analyses. It also highlights critical strategic issues of focus. Chapter three covers the College Vision, Mission, Core Values, Strategic Objectives, and the implementation plan. Chapter four sets the framework for monitoring and evaluation.

## **CHAPTER TWO: SITUATION ANALYSIS**

### **2.1 Introduction**

This chapter analyses the environment to understand both general and critical conditions which are likely to influence the performance of the College in the next five years (2020/2021-2024/2025). It starts by reviewing the performance in respect to the preceding RSP in terms of the achievements attained; the constraints faced and suggest the way forward. Then, both external and internal environment are examined. It then identifies key stakeholders and analyses their expectations to MUCE and the critical issues that have to be addressed. In addition, the Chapter analyses major strengths and weaknesses of MUCE as well as the opportunities and challenges.

### **2.2 Performance Review**

The overall objective of the preceding College RSP (2015/2016 – 2019/2020) was to deliver quality teaching, research and public services in education geared at transforming society. Performance report in respect to the implementation of previous RSP is as presented in Table 2.1 below.

**Table 2. 1: Performance Review**

<b>S/N</b>	<b>OBJECTIVE</b>	<b>TARGET</b>	<b>ACHIEVEMENTS</b>	<b>CONSTRAINT/ CHALLENGES</b>	<b>WAY FORWARD</b>
<b>A.</b>	<b>Improvement of Services and Reduction of HIV/AIDS infections, Drug Abuse and Non-Communicable Diseases at Work Place</b>	Programmes on HIV/AIDs, Drug Abuse and Non-Communicable Diseases at work place developed and implemented	<ul style="list-style-type: none"> <li>• HIV/AIDS policy formulated.</li> <li>• Four awareness seminars on HIV/AIDS to staff and students.</li> <li>• Medical supplies adequately available and equipment increased</li> <li>• Regular College health board meetings conducted.</li> <li>• Care and supportive services to HIV/AIDS infected staff and students offered.</li> </ul>	<ul style="list-style-type: none"> <li>• Unwillingness of staff and students to attend HIV/AIDS voluntary testing</li> <li>• Financial Constraints</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct HIV/AIDS sensitization Seminars</li> <li>• Collaborate with NGO's which support HIV/AIDS programs.</li> </ul>
<b>B.</b>	<b>National Anti – Corruption Strategy Effectively and Sustainably Implemented</b>	Institute effective mechanisms regarding petty and grand corruption by June, 2020	<ul style="list-style-type: none"> <li>• Six awareness seminars on the College Rules, Regulations, and By-laws were conducted to students.</li> <li>• The College operated its core functions in accordance with the existing Rules, Regulations, and other Government Directives.</li> <li>• Awareness seminars on corruption conducted annually.</li> <li>• College students' anti-corruption club established.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited knowledge on legal matters, particularly on procurement regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Training on application of Procurement Laws, Rules, Regulations and Other Government Directives is required.</li> </ul>

S/N	OBJECTIVE	TARGET	ACHIEVEMENTS	CONSTRAINT/CHALLENGES	WAY FORWARD
C	<b>Improve Innovative Teaching and Learning Technologies in Education Programmes</b>	To Support the Use of ICT in Teaching, Learning and Research activities.	<ul style="list-style-type: none"> <li>• ICT policy developed.</li> <li>• One e-learning awareness seminar conducted.</li> <li>• New internet gateway installed.</li> <li>• Internet infrastructure connected to the national fibre optic.</li> <li>• ICT equipments (computers, projectors, printers, photocopiers, CCTV cameras) improved and increased.</li> <li>• College website improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate Computers and ICT equipment including the Software for teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase ICT facilities</li> </ul>
		To increase enrolment by 10% annually	<ul style="list-style-type: none"> <li>• Enrolment of students increased by 38% (from 4,957 in 2015 to 6,849 in 2019 for undergraduate and from 17 in 2015 to 27 in 2019 for postgraduate).</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate science laboratories, lecture theatres and staff office spaces.</li> </ul>	<ul style="list-style-type: none"> <li>• Construction of science laboratories, lecture theatres and staff offices</li> </ul>
		Establish digital library	<ul style="list-style-type: none"> <li>• Subscribed to two consortiums of libraries opening access to e-resources.</li> <li>• One set of 16 security cameras installed in the library.</li> <li>• Library books and journals increased.</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate College library space and capacity.</li> <li>• Inadequate ICT equipment, books and journals titles in the College Library.</li> </ul>	<ul style="list-style-type: none"> <li>• Construction of library, and purchase of ICT equipment</li> </ul>
D	<b>Offering Comprehensive Educational Programmes for All Levels from Early Childhood up to</b>	To restructure and develop curricular	<ul style="list-style-type: none"> <li>• Four undergraduate educational programmes' curricula review on progress.</li> <li>• Three non-educational post-graduate programmes approved.</li> <li>• Three non-educational</li> </ul>	<ul style="list-style-type: none"> <li>• Delayed approval</li> </ul>	<ul style="list-style-type: none"> <li>• Fast-track the approval process</li> </ul>



S/N	OBJECTIVE	TARGET	ACHIEVEMENTS	CONSTRAINT/ CHALLENGES	WAY FORWARD
	<b>Tertiary and Teacher Professional Development.</b>		undergraduate programmes awaiting Senate approval.		
<b>E</b>	<b>To Improve and Diversify Academic and Professional Programmes</b>	To Introduce 3 New Short Term Evening Courses Over the Plan Period.	<ul style="list-style-type: none"> <li>• Two language short courses for beginners, intermediate and advanced (Kiswahili and Chinese) introduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Rigorous programme approval process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment of more non education programmes</li> </ul>
<b>F</b>	<b>To Enhance Research and Delivery of Public Services</b>	To increase output from research and innovation from 50 to 250 articles	<ul style="list-style-type: none"> <li>• 142 publications in reputable outlets</li> <li>• Twenty one research projects undertaken.</li> <li>• Fifteen consultancies undertaken</li> <li>• Seventy one conferences and professional meetings attended.</li> <li>• Two international academic conferences held.</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient research funds</li> </ul>	<ul style="list-style-type: none"> <li>• Allocate more funds for research</li> </ul>
		Strengthen the Unit for postgraduate studies, research and public services.	<ul style="list-style-type: none"> <li>• Ten capacity building workshops on research management and coordination undertaken.</li> <li>• The structure and functions of the Postgraduate Studies, Research and Public Services Unit reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial constraints</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of more funds</li> </ul>
		To promote and build up partnership, collaborations and public linkage	<ul style="list-style-type: none"> <li>• Three international links established.</li> </ul>	<ul style="list-style-type: none"> <li>• Absence of coordination unit</li> </ul>	<ul style="list-style-type: none"> <li>• Establish coordination unit</li> </ul>
<b>G</b>	<b>Enhance Human Resource Capacity and Wellbeing</b>	To enhance and sustain an optimum human recourse base	<ul style="list-style-type: none"> <li>• Thirty three academic and two administrative staff recruited.</li> <li>• Academic staff with PhDs increased from 11 in June, 2015 to 43 in June,</li> </ul>	<ul style="list-style-type: none"> <li>• Shortage of staff</li> <li>• Few employment permits availed by the Government</li> </ul>	<ul style="list-style-type: none"> <li>• Solicit more employment permits</li> <li>• Recruit more staff</li> </ul>

S/N	OBJECTIVE	TARGET	ACHIEVEMENTS	CONSTRAINT/ CHALLENGES	WAY FORWARD
			2019.		
		To improve staff and students welfare	<ul style="list-style-type: none"> <li>• Staff development and training policy formulated.</li> <li>• Scheme of service for administrative and technical staff submitted and awaiting for government approval.</li> </ul>	<ul style="list-style-type: none"> <li>• Unpaid new salaries of promoted staff.</li> <li>• Unpaid staff arrears for Housing Allowance</li> </ul>	<ul style="list-style-type: none"> <li>• Payment of salaries, arrears and housing allowances</li> </ul>
		To improve work safety gears	<ul style="list-style-type: none"> <li>• Work place health policy and guidelines developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial constraints</li> <li>• Delayed approval of scheme of service</li> </ul>	<ul style="list-style-type: none"> <li>• Increase funds</li> <li>• Speed up the approval process</li> </ul>
<b>H</b>	<b>To improve governance and visibility of College programmes</b>	To enhance governance in the management and administration	<ul style="list-style-type: none"> <li>• Relationships with key stakeholders strengthened.</li> <li>• Good management-staff relationship and students maintained.</li> <li>• All College leaders trained in good governance.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent change of leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen leadership recruitment</li> </ul>
		To mobilise and effectively manage financial resources of the College	<ul style="list-style-type: none"> <li>• Actual budget grew from Tshs. 14.1 billion in 2015/2016 to Tshs. 16.3 billion in 2018/2019</li> <li>• Internal revenues increased from TShs. 4.8 billion in 2015/2016 to TShs. 6.04 billion in 2018/2019.</li> <li>• Clean Audit reports obtained consistently since 2015/16</li> <li>• One PPP investment project achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Partial and delayed disbursement of government funds</li> </ul>	<ul style="list-style-type: none"> <li>• Solicit more funds</li> <li>• Strengthen internal revenue mobilisation</li> </ul>
		To enhance the visibility of the College programmes	<ul style="list-style-type: none"> <li>• College services and academic programmes advertised annually</li> </ul>	<ul style="list-style-type: none"> <li>• Financial constraints</li> <li>• Inadequate staffing of Public Relations Unit</li> </ul>	<ul style="list-style-type: none"> <li>• Allocate more funds</li> <li>• Strengthen PR Unit</li> </ul>
<b>I</b>	<b>Improve Physical</b>	To enhance College	<ul style="list-style-type: none"> <li>• One academic staff office block with</li> </ul>	<ul style="list-style-type: none"> <li>• Partial disbursement</li> </ul>	<ul style="list-style-type: none"> <li>• More funding</li> </ul>

S/N	OBJECTIVE	TARGET	ACHIEVEMENTS	CONSTRAINT/ CHALLENGES	WAY FORWARD
	<b>Facilities and Infrastructure</b>	infrastructures and facilities	<p>14 offices with capacity of 28 staff constructed.</p> <ul style="list-style-type: none"> <li>• Two lecture theatres with capacity of 1642 students, 3 seminar rooms with capacity of 300 and 18 staff offices constructed.</li> <li>• One biology laboratory and two educational media centres constructed.</li> <li>• The construction of chemistry laboratory has started.</li> <li>• One borehole with capacity of 3000 litres/hour constructed.</li> <li>• Periodic maintenance of existing infrastructures sustained.</li> <li>• One power generator with capacity of KV 800 installed.</li> <li>• About 2,000 trees planted.</li> <li>• The College Master Plan on progress.</li> </ul>	<p>of funds for CD funds and limited Internal revenue</p> <ul style="list-style-type: none"> <li>• Weaknesses in contract management</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen contract management capacity</li> </ul>

### **2.3 Areas of the Objectives which were not achieved**

Despite the recorded substantial achievements in the implementation of the previous RSP, the following were not realised:

- i. Installation of Health Information Management System.
- ii. Slow pace in mainstreaming ICT in teaching and learning.
- iii. Slow pace diversification of academic programmes remains
- iv. Construction of modern library, physics and ICT laboratories, administration block, students' hostels and staff apartments.
- v. Construction of physical sport facilities.
- vi. Establishment of external links and partnership office.
- vii. Reviewing the consultancy policy and procedures.
- viii. Development of staff retention scheme.
- ix. Reviewing organisational structure and systems.
- x. Developing college marketing strategy.

### **2.4 Environmental Scanning**

#### **2.4.1 External Environment**

##### **2.4.1.1 Political Context**

The political environment of Tanzania has consistently remained conducive for flourishing of higher education. The country has maintained peaceful leadership transitions and stable political environment. It has also maintained good international collaborations. For instance, in this year (2019) Tanzania signed MoU, with South Sudan and South Africa, opening up opportunities for Tanzania graduates to teach Kiswahili as a second language. The rate of corruption has been significantly reducing as revealed by recent Corruption Perception Indexes (CPI) suggesting improved governance and effective utilisation of financial resources in education sector. The top government leadership commitment on higher education at both national and ministerial level is commendable, albeit budget constraints. This means public universities are more likely to flourish under the current leadership.

#### **2.4.1.2 Macro Policy Framework**

The global vision on higher education is guided by Sustainable Development Goals (SDGs) 2030 and the Incheon Declaration for Education 2030. The Incheon Declaration and goal 4 of SDGs envision quality, equitable and affordable higher education. They emphasize sustainable and inclusive education that seeks to produce graduates with long-life learning skills, cherishing cultural diversity, human rights, gender equality, peace and non-violence. The two documents call for global commitment to strengthen science, technology and innovation and harnessing ICT in strengthening teaching and learning. Developed countries are called to expand scholarship opportunities to Less Developed Countries (LDCs) as one of the strategies for ensuring highly qualified workforce in higher education sector. To be successful, universities in Third World countries have to realign their programmes and curricula to cope with international trends and tap opportunities arising from the global vision.

Tanzania national framework of higher education is set by the National Development Vision 2025, the National Five Year Development Plan (NFYDP) (2016/2017-2020/21), the Education and Training Policy 2014, the Education Sector Development Plan (2017, updated 2018) and the Ruling Party (CCM) Manifesto 2015-2020. The national framework envisions expansion of quality and relevant higher education and training that provides the country with competent and qualified human capital for transforming the nation into the middle income economy. It emphasizes on science and technology and assigns to universities in general and MUCE in particular, the role of ensuring availability of graduates with requisite skills, appropriate behaviours and entrepreneurial attitudes for industrial development. The policy framework also calls for effective and accountable management of universities to ensure proper and effective utilisation of resources.

#### **2.4.1.3 Economic and Fiscal Context**

Over the last five years, Tanzania economy has been growing at an average rate of 7% per annum. In addition, over the same period, real GDP per capita remained low (at \$1,045 in 2017) when compared with average per capita income of middle income countries which stand at \$ 2,105.8. The economy is expected to remain macro-economically stable in the next five (5) years. One implication of the low GDP per capita is that majority of Tanzanians cannot afford higher education costs. It is therefore expected that there will be a sustained demand of students' loans to finance the higher education. In this connection, the government allocated TShs. 427.8 billion in 2017/18 for

higher education students' loans. This implies that Higher Learning Institutions (HLIs) whose focus is on government priority degree programmes are likely to attract more students and so generate more funds.

#### **2.4.1.4 Social Context**

Tanzania has been experiencing fast population growth. The National Bureau of Statistics (NBS) estimates the current population at 55.8 million growing at the rate of 3.1%. Similarly, the population with the age to enrol in higher education is estimated to more than double from 2.02 in 2014 to 4.05 million by 2025. This call for an increase of resources at the HLIs to accommodate the expected increase of university population. Nevertheless, the increase in population has been accompanied with increasing cases of communicable and non-communicable diseases. For instance, the rate of HIV/AIDS infection stands at 4.9%. Iringa region, where MUCE is located has the highest HIV/AIDS prevalence rate (11.3%) after the neighbouring Njombe with prevalence rate of 11.4%. Similarly, according to the World Health Organisation (WHO), non-communicable diseases account for 71% of deaths globally majority of those occurring in low and middle income countries. Diabetes, cardiovascular, cancer and respiratory diseases are associated to risky life styles such as physical inactivity, alcohol and substance abuse and unhealthy diets. This means that the College need to allocate more resources for health services and intensify efforts in fighting HIV/AIDS and non-communicable diseases.

#### **2.4.1.5 Trends in Tanzania Higher Education**

Over the past few years, Tanzania higher education sector has grown faster both in terms of the number of HLIs and enrolment. Specifically, for the past decade, the number of HLIs has increased from 36 in 2009 to 58 in 2019. Out of these, public universities increased from 11 to 18. The increase in number of HLIs implies increased competition for good students, qualified employees, and government financial support. With regards to enrolment, data shows that for the recent past four years, number of first year entrances in HLIs increased from 59,887 in 2014/2015 to 63,737 in 2017/2018. This has been an outcome of increased enrolment in upper secondary education that has almost doubled from 77,069 in 2014 to 140,967 students in 2017 implying more potential students to enrol in the universities.

#### **2.4.1.6 UDSM 2061 Vision**

The University of Dar es Salaam Vision 2061 is anchored on three pillars to be embraced by UDSM units including constituent colleges. The pillars include inspired staff and students (progressive human resource, constructive students' affairs management and conducive working environment), visionary leadership (strategic governance and management, gender equality & inclusiveness and quality assurance & control) and sustainable resources (marketable products/services, strategic networks and internalisation and strategic entrepreneurship and investment. Being a UDSM constituent college, MUCE is expected to be guided by UDSM vision 2061.

#### **2.4.1.7 Global Higher Education Experience**

Changes taking place in the world has necessitated universities as centres of knowledge creation to refocus their mission and strategies. Higher education is shifting from tradition orientation towards collaborative pedagogy in teaching and learning. Universities are now embracing programmes that are diversified and internationally oriented to produce market-oriented graduates. Mode of delivery is changing towards virtual and distance learning. In collaboration with global partners, universities are investing heavily in research and innovation to produce first class researchers. Academics and research orientation is embracing multi-disciplinarity in solving social problems. This entails changes in College orientation towards global education.

### **2.4.2 Internal Environment**

#### **2.4.2.1 Enrolment and Academic Programmes**

There have been considerable changes in MUCE's internal operational environment for the past ten years. Student enrolment in undergraduate programmes grew by 120% from 2010 to 2014, and by 37% from 2015 to 2019. Currently there are 6,849 undergraduate students enrolled at the College where 35% are female students (Table 2.2). This means more concerted efforts are required in ensuring equitable enrolment.

**Table 2. 2: MUCE Undergraduate Enrolment Trend 2009/10-2018/19**

Sex/Year	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
M	1121	1613	2043	2356	2876	3693	4064	3319	4585	4439
F	723	1240	1310	1225	1185	1264	1392	1168	2151	2410
<b>Total</b>	<b>1844</b>	<b>2853</b>	<b>3353</b>	<b>3581</b>	<b>4061</b>	<b>4957</b>	<b>5456</b>	<b>4487</b>	<b>6736</b>	<b>6849</b>

Since its establishment MUCE has been offering educational degree programmes only. Currently, the College offers four undergraduate and three postgraduate programmes; the latter enrolling twenty seven students (11 males and 16 females). Despite increasing undergraduate enrolment in educational programmes, the domestic demand for arts teachers has been thinning from time to time. This has largely been due to shifting government emphasis towards Science, Technology, Engineering, and Mathematics (STEM) subjects. This implies that MUCE has to introduce new diversified and highly demanded programmes, invest heavily in science teacher training and target the growing Kiswahili international market by producing qualified graduates who can teach Kiswahili as second language.

#### **2.4.2.2 Infrastructure**

Student enrolment is expected to grow at an average of 5% per year. By 2025, MUCE will have a total of 9,500 undergraduate students. However, the current infrastructure capacity is 4,904 students for lecture halls and seminar rooms, 500 for library and 1,122 students for hostels. Moreover, many of the existing facilities and infrastructure are dilapidated and need major rehabilitation. This is partly explained by the fact that the College inherited physical facilities and infrastructure constructed in 1954 which were designed to accommodate secondary school needs. This implies that the College will be in high need of financial resources to close the infrastructure gap by 2025.

#### **2.4.2.3 Financing**

There has been slight but steady increase of revenues for the past four years. Actual revenue collection increased from TShs.14.1 billion in 2015/16 to TShs.16.4 billion in 2018/19. However, with exception of Financial Year 2017/18 where the College received TShs. 1.2 billion more than



the approved budget of TShs.19.1 billion, the proportion of un-received budget was 32.5%, 25.2%, and 23.3 % in 2015/16, 2016/17 and 2018/19 respectively. The gap is even greater as one compares approved to requested budget. For instance, the College requested TShs. 36.9 billion for Financial Year 2019/20 but the Government approved TShs.22.2 billion which is equivalent to 61.1%. This finance trend suggests that the College has to strengthen internal revenue mobilisation, ensure efficient utilisation of available resources, engage non-state stakeholders in project financing and build up international funding collaborations.

#### 2.4.2.4 Staffing

Currently, the College has 290 staff compared to 261 staff in June, 2015. Of the current figure, 163 are academic staff and 127 are administrative. Even though the number of staff has slightly increased, there is still serious shortage of staff largely due to difficulties in obtaining recruitment permits and partly by high turnover. The current staff requirement is 413 academic staff and 224 administrative staff. Notwithstanding, the College has recorded substantial improvement in the quality of academic staffing. The number of PhDs has increased from 3 in 2010/11 to 11 in 2014/15 and 41 in 2018/19 (Table 2.3). For the past three years the number of staff with PhD has been increasing at an average of 10 new PhDs per annum. If the current growth is maintained, there will be 93 PhDs by 2025. Notwithstanding, the total number of staff has been increasing at a marginal rate. For example, currently, the College has 163 academic staff compared to 148 in the past four years. Out of these, 93 are males and 70 females. Although student enrolment has increased by 38%, academic staff increased by 13% only in the same period. Slight increase of academic staff implies prolonged dependence on part-time lecturers and restrained speed of College development.

**Table 2.3: Growth Trends of Academic Staff from 2010/11 to 2018/19**

<b>Qualification</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
Bachelor	76	61	37	23	39	50	51	55	40
Master	48	61	83	104	98	89	86	73	82
PhD	3	3	5	4	11	14	20	26	41
<b>Total</b>	<b>127</b>	<b>125</b>	<b>125</b>	<b>131</b>	<b>148</b>	<b>153</b>	<b>157</b>	<b>154</b>	<b>163</b>
<b>Gender</b>									
M	93	92	92	95	99	100	104	102	93
F	34	33	33	36	49	53	53	52	70

Majority of academic staff (72%) have the age of between 20-40 years, 26% are aged between 41-50 years, 2% are over 50 years and none is over 60 years. This indicates that MUCE has more youthful staffing than aged ones. While youthful workforce would be considered as strength, it is also a challenge. This is because 40 and 82 staff still have bachelor and master degree, respectively which implies more investment into PhD scholarships. Moreover, the size of senior academics is still very meagre. Currently there are only three senior lectures and one Professor. This calls for opening up opportunities for staff development and academic growth.

## 2.5 Stakeholders' Analysis

Stakeholders' analysis in Table 2.4 highlights services that MUCE offers to them, their expectations to MUCE and likely impact to the College of expectations not met.

**Table 2.4: Stakeholders' Analysis**

S/N	Stakeholder	Product/Service Offered	Expectations	Potential impacts if expectations not met	Ranking
1.	MoEST	<ul style="list-style-type: none"> <li>• Quality graduate teachers</li> <li>• Consultancy/Public services</li> <li>• Research outputs</li> </ul>	<ul style="list-style-type: none"> <li>• Motivated, conscientious and productive staff</li> <li>• Quality staff recruitment and training</li> <li>• Competent graduates with rights skills and behaviours; patriotic and entrepreneurial attitudes</li> <li>• Quality training with international reputation</li> <li>• Effective College management</li> <li>• Effective financial resource utilisation</li> <li>• Improved market-driven curricula</li> <li>• Inclusive education</li> <li>• Stakeholders' consultation</li> <li>• Expanded and improved facilities for science training</li> <li>• Increased relevant research and innovation outputs</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced Financing</li> <li>• Loss of trust</li> </ul>	High
2.	Treasury Registrar	<ul style="list-style-type: none"> <li>• Qualified graduates</li> <li>• Performance data</li> </ul>	<ul style="list-style-type: none"> <li>• Timely reporting</li> <li>• Efficiency execution of performance contract</li> </ul>	<ul style="list-style-type: none"> <li>• Sanctions to College Governing Board</li> </ul>	High
3.	Staff	<ul style="list-style-type: none"> <li>• Conducive working environment</li> </ul>	<ul style="list-style-type: none"> <li>• Fully flagged university</li> <li>• Sufficient and qualified staff</li> <li>• Improved infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>• Increased turnover</li> <li>• Reduced work</li> </ul>	High

S/N	Stakeholder	Product/Service Offered	Expectations	Potential impacts if expectations not met	Ranking
		<ul style="list-style-type: none"> <li>• Working facilities and equipments</li> <li>• Research opportunities</li> <li>• ICT and internet service</li> <li>• Healthy and safety services</li> <li>• Management and administration</li> <li>• Staff welfare and development</li> </ul>	<ul style="list-style-type: none"> <li>• Improved staff welfare</li> <li>• Leadership stability</li> <li>• Improved teaching and learning services</li> <li>• Digitalised library</li> <li>• Transformed College Charter and organisational structure</li> <li>• Institutionalised mentorship programme</li> <li>• Increased internal revenues</li> <li>• Increased postgraduate programmes</li> <li>• Increased international collaboration and partnership</li> <li>• Increased use of ICT in teaching and learning</li> <li>• Diversified academic programmes</li> <li>• Established examination processing centre</li> <li>• MUCE becoming centre of research excellence</li> <li>• Increased marketing of the College</li> <li>• Institutionalised support of individuals with special needs</li> </ul>	<ul style="list-style-type: none"> <li>• performance</li> <li>• Negative behaviour</li> </ul>	
4.	Students	<ul style="list-style-type: none"> <li>• Professional development programmes</li> <li>• Teaching and knowledge creation</li> <li>• Learning environment</li> <li>• Assessment, evaluation and</li> </ul>	<ul style="list-style-type: none"> <li>• Conducive learning infrastructure and environment</li> <li>• Improved and affordable student welfare services (accommodation, sports &amp; games catering and health)</li> <li>• Market-driven programmes</li> <li>• Increased College international ranking and reputation</li> <li>• Improved teaching and learning methods and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Students unrest</li> <li>• Decreased enrolment</li> </ul>	High

S/N	Stakeholder	Product/Service Offered	Expectations	Potential impacts if expectations not met	Ranking
		certification <ul style="list-style-type: none"> <li>• Healthy and safety services</li> <li>• Accommodation services</li> <li>• Sports and games services</li> <li>• Practical and research opportunities</li> <li>• Library services</li> <li>• ICT and internet</li> <li>• Leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>• Fully flagged university</li> <li>• Mainstreaming ICT courses in academic programmes</li> <li>• Encouraging students' innovations</li> <li>• Taking care of students with special needs</li> <li>• Computerised registration and payment system</li> <li>• Reduced management interference in students governance</li> </ul>		
5.	International Community	<ul style="list-style-type: none"> <li>• Qualified graduates</li> <li>• Consultancy services</li> </ul>	<ul style="list-style-type: none"> <li>• Affordable and quality higher education</li> <li>• Equal access to both men and women</li> <li>• Graduates with relevant skills</li> <li>• Graduates that appreciates cultural diversity, that promote peace and non-violence, human rights, gender equality and sustainable life style</li> <li>• Inclusive education</li> <li>• Increased supply of well trained and qualified teachers</li> <li>• Increased enrolment in higher education</li> <li>• Strengthened science, technology and innovation</li> <li>• Use of ICT in teaching and learning</li> <li>• Increased public spending on education</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of trust</li> <li>• Reduced international linkages and research collaboration</li> <li>• Reduced professional growth</li> </ul>	High
6.	General	<ul style="list-style-type: none"> <li>• Qualified</li> </ul>	<ul style="list-style-type: none"> <li>• Diversified and market-driven programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Decreased trust</li> </ul>	High

S/N	Stakeholder	Product/Service Offered	Expectations	Potential impacts if expectations not met	Ranking
	Public	graduates <ul style="list-style-type: none"> <li>• Research outputs</li> <li>• Consultancy and outreach services</li> </ul>	<ul style="list-style-type: none"> <li>• Quality education and graduates</li> <li>• Increased public seminars, academic conferences</li> <li>• Relevant research outputs</li> </ul>	<ul style="list-style-type: none"> <li>• Decreased enrolment</li> </ul>	
7.	Civil Society Organisations	<ul style="list-style-type: none"> <li>• Quality graduates</li> <li>• Consultancy/Public services</li> <li>• Research outputs</li> </ul>	<ul style="list-style-type: none"> <li>• Qualified graduates to meet the market needs</li> <li>• Improved learning environment</li> <li>• Community involvement</li> <li>• CSO-College collaborative projects</li> </ul>	<ul style="list-style-type: none"> <li>• Decreased trust</li> <li>• Reduced partnership</li> </ul>	Medium
8.	UDSM	<ul style="list-style-type: none"> <li>• Postgraduate students</li> <li>• Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Diversified and market-driven postgraduate programmes</li> <li>• Quality and sufficient human resource</li> <li>• Strengthened resource mobilisation mechanisms</li> <li>• Constructed demonstration schools</li> <li>• Increased research collaborations with other local and international higher learning institutions</li> <li>• Becoming centre of research Excellency</li> <li>• Non-education market-driven undergraduate programmes</li> <li>• Community outreach programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Increase College dependence</li> </ul>	High
9.	Other Higher Learning Institutions	<ul style="list-style-type: none"> <li>• Collaborative research projects</li> <li>• Human resources</li> <li>• Postgraduate students</li> </ul>	<ul style="list-style-type: none"> <li>• Non-education market-driven undergraduate programmes</li> <li>• Established links with other local and international universities</li> <li>• Community outreach programmes</li> <li>• Dynamic and market-driven programmes</li> <li>• Integrated skills and knowledge based</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced collaborative research activities</li> </ul>	Medium

S/N	Stakeholder	Product/Service Offered	Expectations	Potential impacts if expectations not met	Ranking
			education <ul style="list-style-type: none"> <li>• Good staff succession planning</li> <li>• Financial sustainability</li> <li>• Reviewed and relevant curricula</li> <li>• A leading think tank on educational policies</li> </ul>		
10.	COSTECH	<ul style="list-style-type: none"> <li>• Research consultancy</li> </ul>	<ul style="list-style-type: none"> <li>• Improved science teaching and learning equipments and facilities</li> <li>• Conducting informative and problem solving scientific research</li> <li>• Embracing national, regional and international cooperation in scientific research and technology development</li> <li>• Enhanced training in research skills</li> </ul>	<ul style="list-style-type: none"> <li>• Inaccessibility of research funding</li> </ul>	Medium
11.	TCU	<ul style="list-style-type: none"> <li>• Information</li> <li>• Quality university services</li> <li>• Financial facilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Compliance with national, regional and international standards and benchmarks</li> <li>• A fully fledged university</li> <li>• Improved quality assurance mechanisms</li> <li>• Improved quality of staff and facilities</li> <li>• Reviewed curricula</li> <li>• Diversified and market-driven programmes</li> <li>• Branding College outputs</li> </ul>	<ul style="list-style-type: none"> <li>• De-accreditation</li> </ul>	High
12.	Loans Board HESLB	<ul style="list-style-type: none"> <li>• Information</li> <li>• Students loan administration services</li> <li>• Loan recovery</li> </ul>	<ul style="list-style-type: none"> <li>• Efficient processing and submission of HESLB students loans-related records</li> <li>• Timely recovery of HESLB loans from beneficiaries</li> <li>• Expanded infrastructure to accommodate increased number of students</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced enrolment</li> </ul>	Medium

## 2.6 SWOC Analysis

Through SWOC analysis presented in Table 2.5, the following were identified as the College Strengths, Weaknesses, Opportunities as well as Challenges.

**Table 2.5: SWOC Analysis**

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ul style="list-style-type: none"> <li>i. Large number of youthful staff</li> <li>ii. Increasing number of academic staff with PhDs</li> <li>iii. Connection to national ICT Broadband Backbone</li> <li>iv. Increasing undergraduate enrolment</li> <li>v. Large area of undeveloped land (79%)</li> <li>vi. Attractive environment and geographical location</li> <li>vii. Affiliation to UDSM</li> <li>viii. Good public image</li> <li>ix. Good financial management</li> <li>x. Sound institutional framework</li> </ul>	<ul style="list-style-type: none"> <li>i. Insufficient labour market-driven curricula</li> <li>ii. Inadequate application of ICT in College programmes and processes</li> <li>iii. Shortage of staff</li> <li>iv. Limited financial resources</li> <li>v. Frequent reshuffle of College leadership</li> <li>vi. Insufficient ICT and physical infrastructure</li> <li>vii. Inadequate contract management</li> <li>viii. Insufficient international partnerships and collaborations</li> <li>ix. Increasing labour turnover</li> <li>x. Few non-educational programmes</li> <li>xi. Limited research, consultancy and innovation</li> <li>xii. Organisation structure that does not accommodate current needs</li> </ul>
<b>OPPORTUNITIES</b>	<b>CHALLENGES</b>
<ul style="list-style-type: none"> <li>i. Increasing secondary school enrolment</li> <li>ii. High demand of skilled labour force</li> <li>iii. Greater international commitment on improving higher education</li> <li>iv. Steady economic growth</li> <li>v. Political will and stability</li> <li>vi. Development in science and technology</li> <li>vii. Access to higher education loans</li> <li>viii. International opportunities for research funding and collaborations</li> <li>ix. High demand of better health services</li> <li>x. Wide alumni network</li> <li>xi. Government industrialisation thrust</li> <li>xii. Southern highlands tourism hub</li> </ul>	<ul style="list-style-type: none"> <li>i. Rapid increase of HLIs</li> <li>ii. Declining demand of teachers in Arts subjects</li> <li>iii. High poverty levels among Tanzanians</li> <li>iv. High prevalence rate of HIV/AIDS in Iringa and neighbouring regions</li> <li>v. Limited government funding</li> <li>vi. Unpredictable staff benefit policies</li> <li>vii. Difficulties in obtaining recruitment permits</li> <li>viii. Shortage of qualified science students from secondary schools to join universities</li> </ul>



## **2.7 Critical Strategic Issues for Consideration**

The foregoing analysis suggests the following strategic areas to be addressed in the 2020/2021-2024/2025 RSP and paves the way to refining the College's Vision, Mission and Core Values.

- i. Improving access and quality of education and training
- ii. Diversifying academic programmes
- iii. Enhancing e-learning and utilisation of ICT in the College processes
- iv. Strengthening and expanding research and innovation
- v. Improving human resource capacity and staff welfare
- vi. Enhancing management and institutional governance
- vii. Expanding and improving physical facilities and infrastructure
- viii. Ensuring sustainable financial resource mobilisation and management
- ix. Enhancing students' welfare and governance
- x. Promoting outreach programmes and public services
- xi. Strengthening partnerships, international collaborations and cooperation
- xii. Improving occupational, health and safety services and reducing HIV/AIDS infections.
- xiii. Promoting inclusive education and mainstreaming gender in College structures and processes

## CHAPTER THREE: VISION, MISSION AND STRATEGIC OBJECTIVES

### 3.1 Introduction

This Chapter builds on the analysis and emerging strategic issues in Chapter two and proceeds by setting up the corporate strategy for the period 2020/2021 – 2024/2025. It defines the College Vision, Mission, core values and five Strategic Objectives (SO). It also identifies strategic interventions for each Strategic Objective, sets Targets, Key Performance Indicators (KPIs), and assigns responsibilities to respective persons.

### 3.2 College Vision and Mission

#### 3.2.1 Vision Statement

To become a regional centre of excellence contributing to sustainable development by producing highly skilled and inspired graduates, innovative research output, and providing acclaimed public services.

#### 3.2.2 Mission Statement

To promote societal wellbeing through quality education, research, and public services

#### 3.2.3 The Motto

Advancing Excellence, Promoting Sustainable Development.

### 3.3 Core Values of the College

In order to achieve its vision and mission, the College intends to pursue the following values:

- i. **Academic Excellence:** MUCE staff shall strive to achieve highest standards of performance, exhibit professionalism and ethical values, acquire new knowledge and skills.
- ii. **Innovativeness:** MUCE staff shall demonstrate creative ideas and methods in performing duties.
- iii. **Professional Autonomy:** MUCE shall embrace freedom of expressing scholarly ideas without risk of official interference or professional disadvantages.
- iv. **Meritocracy:** MUCE shall adhere to meritocratic principle in all processes including recruitment, appointment, promotion, and procurement.
- v. **Integrity:** MUCE staff shall commit themselves to honest, truth, accountable in professional responsibility and avoid conflict of interest.

- vi. **Equity:** MUCE shall foster climate that promotes inclusiveness, gender prosperity, and cultural diversity.
- vii. **Diligence:** MUCE staff shall perform duties with dedication by committing skills, expertise and maximum efforts in discharging their obligations.
- viii. **One MUCE:** MUCE shall strive to promote unity among its staff and uphold team work spirit in execution of duties and sharing of knowledge and resources.
- ix. **Collaboration:** upholding strategic local partnership and international cooperation in research and knowledge exchange.
- x. **Customer Centred:** responsiveness to the needs of customers and provide first class services.

### 3.4 Objectives

In this RSP, the College has focused on five strategic objectives. The first two (Objective A and B) are national-wide objectives required to be implemented by all public institutions. The remaining objectives (C, D, E,) address core and operational functions of the College. Descriptions of the objectives, the rationale and key outcome indicators are presented subsequently. The implementation plan is presented in Table 3.1.

#### 3.4.1 Strategic Objectives to be achieved under this Plan

##### **Objective A: Health Services Improved and HIV/AIDS Infections, Drug Abuse and Non-Communicable Diseases Reduced.**

Workers health wellbeing counts for institution success or failure. HIV/AIDS infections and increased cases of drug abuse and Non-Communicable Diseases (NCD) continue to pose a threat to both government and the public at large. Nationally, the rate of HIV/AIDS infections stands at 4.9% and Iringa region has the second highest rate of 11.3%. NCD and HIV/AIDS infections are not only a health sector problem but also have profound economic, social and cultural implications. For the case of MUCE, the impacts of deteriorated health care, HIV/AIDs and NCD may include increased health care costs, reduced staff efficiency and loss of College potential staff.

Despite the efforts by the College to improve health care to its members and fight against HIV/AIDS and NCD pandemic, the rates have not reduced to satisfactory levels. MUCE needs to be prepared for the growing demands for health care, HIV/AIDS supports and preventive interventions to fight against NCD. The drawbacks by the College towards achieving this goal include unwillingness to voluntary HIV/AIDS testing, limited access to quality care and support,

and inadequate awareness on NCD and drug abuse. It is for these reasons MUCE comes up with a comprehensive response to address these health-related problems.

#### **Outcome Indicators**

- i. Number of staff/students attended medical services
- ii. Prevalence rate of HIV/AIDS among staff and students tested
- iii. Prevalence rate of NCD and drug abuse among staff and students tested

#### **Objective B: Implementation of National Anti-Corruption Strategy Enhanced and Sustained.**

Corruption harms public resources mobilization and fosters poverty among individuals. The report by Transparency International, 2018, puts Tanzania among corrupt countries with score of 36/100 in the Corruption Perception Index. This implies that despite the efforts to fight against corruption in the country, more strategies by the government and public institutions are required to address the problem. Having this in mind, MUCE aspires becoming a corruption free zone through mainstreaming the National Anti-Corruption Strategy into its operations and processes.

#### **Outcome Indicators**

- i. Prevalence rate of corruption incidences
- ii. Number of disciplinary actions taken to staff involved in corruption practices

#### **Objective C: Enrolment Increased, Academic Programmes Diversified and Quality of Teaching and Learning Improved.**

Education is a tool for human development. Since independence, Tanzania has taken significant measures to increase access to quality education. In the same spirit, MUCE has been offering educational programmes to respond to the higher need of graduate teachers to serve in secondary schools. However, with decreased demand for teachers particularly for Arts subjects, MUCE needs to diversify its programmes in response to labour market demand and national priorities. Moreover, increasing number of staff with PhDs with diverse specialisation provides an opportunity for offering various competitive degree programmes. This calls for improving College teaching and learning environment.

#### **Outcome Indicators**

- i. Number of degree programmes
- ii. Enrolment rate
- iii. Number of physical infrastructure
- iv. Number of reviewed programmes

**Strategic Objective D: Quality and Volume of Innovative Research and Public Services Increased.**

Innovation research output and public services are among the core functions of MUCE aiming at addressing society problems. MUCE has been devoting efforts to realize these functions. As a result, between 2015/2016-2018/2019 a total of 142 research outputs were published in reputable outlets. In the same period, the College had involved in 15 public service projects. Notwithstanding these records, MUCE still has to devote much effort to increase quality and volume of innovative research and public services. Thus, the College will continue to equip its staff with skills in research and public services, increase quality research output and foster collaborations in multi-disciplinary research and innovation.

**Outcome Indicators**

- i. Number of research projects
- ii. Number of publications
- iii. Number of public services

**Strategic Objective E: Institutional Management and Governance Improved.**

The effectiveness of an organisation depends on the quality and capacity of its human resource base, mobilisation and management of financial resources and good governance. Currently, the College has 167 academics and 129 administrative staff. For effective operations, the College needs at least 417 and 300 academic and administrative staff, respectively by June 2025. Therefore, it is pertinent that MUCE plans to motivate, retain and recruit adequate staff in line with implementing effective institutional governance. With limited Government funding and increasing financial needs, the College intends to implement strategies that ensure financial sustainability including cost cutting measures and diversifying internal revenue sources.

**Outcome Indicators**

- i. Percentage of internally generated revenues
- ii. Number of unqualified audit opinions
- iii. Satisfaction rate on College administrative services
- iv. Number of staff

**Table 3. 1: Implementation Plan**

S/N	STRATEGY	TARGETS	KEY PERFORMANCE INDICATORS	RESPONSIBLE PERSONS
<b>SO A: Health Services Improved and HIV/AIDS Infections, Drug Abuse and Non-Communicable Diseases</b>				<b>Reduced</b>
1.1	Strengthen interventions against HIV/AIDS, drug abuse and Non Communicable Diseases	Two preventive interventions on HIV/AIDS implemented to staff and students annually	<ul style="list-style-type: none"> <li>• Number of awareness interventions</li> <li>• Number of staff/students sensitized</li> <li>• Number of staff/students voluntarily tested</li> <li>• Number of staff/ students receiving HIV/AIDS support services</li> <li>• Care and Treatment Clinic in place</li> <li>• HIV/AIDS committee in place</li> </ul>	• Medical Officer In-Charge
		Two awareness interventions on drug abuse and non-communicable diseases implemented annually	<ul style="list-style-type: none"> <li>• Number of awareness interventions</li> <li>• % of staff and students participating in physical activities</li> <li>• Number of reported cases among staff/students</li> </ul>	• Medical Officer In-Charge
1.2	Improve College health services and environmental sanitation	At least 150 staff and 3000 students access quality health services at the College health centre annually	<ul style="list-style-type: none"> <li>• Customer satisfaction</li> <li>• Number of specialised clinics/services</li> <li>• College hospital</li> <li>• Number of staff/student attended medical services</li> <li>• Requisite facilities and equipment in place</li> </ul>	• Medical Officer In-Charge
		Health centre infrastructure upgraded by June, 2025	<ul style="list-style-type: none"> <li>• Maternity wing in place</li> <li>• Hospital theatre and X-Rays building in place</li> <li>• Expanded outpatient department and laboratory</li> </ul>	• Head, Estates

S/N	STRATEGY	TARGETS	KEY PERFORMANCE INDICATORS	RESPONSIBLE PERSONS
			<ul style="list-style-type: none"> <li>Expanded male and female wards</li> </ul>	
<b>SO B: Implementation of National Anti-Corruption Strategy Enhanced and Sustained</b>				
2.1	Mainstream National Anti – Corruption strategy in College policies and processes	MUCE becomes a corruption free zone by June, 2025	<ul style="list-style-type: none"> <li>College Ethics Committee in place</li> <li>College codes of conduct in place</li> <li>Complaint desk in place</li> <li>Number of sensitisation activities</li> </ul>	<ul style="list-style-type: none"> <li>DHRA</li> </ul>
<b>SO C: Enrolment Increased, Academic Programmes Diversified and Quality of Teaching and Learning Improved</b>				
3.1	Improve curricula of academic programmes	Four academic programmes reviewed by June, 2025	<ul style="list-style-type: none"> <li>Number of reviewed programmes</li> </ul>	<ul style="list-style-type: none"> <li>Faculty Deans</li> </ul>
		Four non-educational and one educational undergraduate degree programmes introduced by June, 2025	<ul style="list-style-type: none"> <li>Number of undergraduate degree programmes</li> </ul>	<ul style="list-style-type: none"> <li>Faculty Deans</li> </ul>
		Six non-educational and three educational postgraduate degree programmes introduced by June, 2025	<ul style="list-style-type: none"> <li>Number of postgraduate programmes</li> </ul>	<ul style="list-style-type: none"> <li>Faculty Deans</li> </ul>
3.2	Increase enrolment and facilitate Teaching and learning processes	Enrolment in undergraduate programmes increased by 5% annually	<ul style="list-style-type: none"> <li>Enrolment rate</li> <li>Number of registered students</li> </ul>	<ul style="list-style-type: none"> <li>CUS</li> </ul>
		Enrolment in postgraduate programmes increased by 20% annually	<ul style="list-style-type: none"> <li>Enrolment rate</li> <li>Number of registered students</li> </ul>	<ul style="list-style-type: none"> <li>CPRC</li> </ul>

<b>S/N</b>	<b>STRATEGY</b>	<b>TARGETS</b>	<b>KEY PERFORMANCE INDICATORS</b>	<b>RESPONSIBLE PERSONS</b>
		Teaching and learning materials/equipments acquired regularly	<ul style="list-style-type: none"> <li>• Teaching and learning materials/equipments in place</li> <li>• Staff to computer ratio</li> <li>• Staff to printer ratio</li> <li>• Staff to photocopier ratio</li> <li>• Staff to scanner ratio</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Deans</li> </ul>
3.3	Promote inclusive and equitable quality instructional process	Inclusive pedagogy mainstreamed in teaching and learning processes by June, 2025	<ul style="list-style-type: none"> <li>• Special needs unit in place</li> <li>• Proportion of staff trained in inclusive pedagogical skills</li> <li>• Number of inclusive awareness interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Dean FoED</li> </ul>
3.4	Improve library services	Quality of library services improved annually	<ul style="list-style-type: none"> <li>• Number of books</li> <li>• Proportion of staff attended trainings</li> <li>• Number of consortia subscribed</li> <li>• Computerised library services</li> <li>• Proportion of satisfied library users</li> <li>• Library student-computer ratio</li> </ul>	<ul style="list-style-type: none"> <li>• Head, Library</li> </ul>
		Library upgraded into academic unit by June, 2025	<ul style="list-style-type: none"> <li>• Upgraded library in place</li> </ul>	<ul style="list-style-type: none"> <li>• Head, Library</li> </ul>
3.5	Strengthen quality assurance and control mechanisms	Compliance with quality assurance standards maintained annually	<ul style="list-style-type: none"> <li>• Number of examination irregularity cases</li> <li>• Student-teacher ratio</li> <li>• Number of teaching irregularity cases</li> <li>• Institutional accreditation</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinator, QA</li> </ul>
3.6	Strengthen the use of ICT in teaching and learning	College e-learning platform developed by June, 2022	<ul style="list-style-type: none"> <li>• College e- learning platform in place</li> <li>• Number of courses delivered through e-learning</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Deans</li> </ul>
		Comprehensive multi-media ICT	<ul style="list-style-type: none"> <li>• Number of lecture rooms with</li> </ul>	<ul style="list-style-type: none"> <li>• SAU</li> </ul>



<b>S/N</b>	<b>STRATEGY</b>	<b>TARGETS</b>	<b>KEY PERFORMANCE INDICATORS</b>	<b>RESPONSIBLE PERSONS</b>
		system installed in lecture and seminar rooms by June, 2025	comprehensive multi-media ICT system	
		Computer to student ratio increased from 1:66 to 1:25 by June, 2025	<ul style="list-style-type: none"> <li>• Computer to student ratio</li> </ul>	<ul style="list-style-type: none"> <li>• SAU</li> </ul>
		Internet connectivity increased from 20 Mpbs (shared) to 200 Mpbs (dedicated) by June, 2025	<ul style="list-style-type: none"> <li>• Mpbs (dedicated) increase per year</li> <li>• Internet connectivity to College buildings</li> <li>• Proportion of computer users satisfied</li> </ul>	<ul style="list-style-type: none"> <li>• SAU</li> </ul>
3.7	Improved teaching and learning physical infrastructure	Teaching and learning physical infrastructure rehabilitated regularly	<ul style="list-style-type: none"> <li>• Number of physical infrastructure rehabilitated</li> </ul>	<ul style="list-style-type: none"> <li>• Head, Estates</li> </ul>
		One lecture theatre with capacity of 1,500 students constructed by June, 2025	<ul style="list-style-type: none"> <li>• Lecture theatre in place</li> </ul>	<ul style="list-style-type: none"> <li>• Head, Estates</li> </ul>
		Physics laboratory constructed by June, 2025	<ul style="list-style-type: none"> <li>• Physics laboratory in place</li> </ul>	<ul style="list-style-type: none"> <li>• Head, Estates</li> </ul>
		Construction of Chemistry laboratory completed by June, 2021	<ul style="list-style-type: none"> <li>• Chemistry laboratory in place</li> </ul>	<ul style="list-style-type: none"> <li>• Head, Estates</li> </ul>
		Extension of Biology laboratory completed by June, 2022	<ul style="list-style-type: none"> <li>• Extended biology laboratory in place</li> </ul>	<ul style="list-style-type: none"> <li>• Head, Estates</li> </ul>
		Library with capacity of 1500 students constructed by June, 2025	<ul style="list-style-type: none"> <li>• Library in place</li> </ul>	<ul style="list-style-type: none"> <li>• Head, Estates</li> </ul>

S/N	STRATEGY	TARGETS	KEY PERFORMANCE INDICATORS	RESPONSIBLE PERSONS
		Three faculty buildings constructed by June, 2025	<ul style="list-style-type: none"> <li>• Three faculty buildings in place</li> </ul>	<ul style="list-style-type: none"> <li>• Head, Estates</li> </ul>
<b>SO D: Quality and Volume of Innovative Research and Public Services Increased</b>				
4.1	Strengthen research and innovation capacity	Publications increased from 40 to 60 in reputable outlets annually	<ul style="list-style-type: none"> <li>• Number of publications</li> <li>• Number of conferences attended</li> </ul>	<ul style="list-style-type: none"> <li>• CPRC</li> </ul>
		Research projects increased by 25% annually	<ul style="list-style-type: none"> <li>• % increase in number of research projects</li> <li>• Number of research projects funded by the College</li> </ul>	<ul style="list-style-type: none"> <li>• CPRC</li> </ul>
4.2	Promote public services	Consultancy services increased by 25% annually	<ul style="list-style-type: none"> <li>• Consultancy Bureau in place</li> <li>• Number of consultancy services</li> <li>• Number of outreach programmes</li> </ul>	<ul style="list-style-type: none"> <li>• CPRC</li> </ul>
<b>SO E: Institutional Management and Governance Improved</b>				
5.1	Strengthen College organisational systems	College organisational systems and structures reviewed by June, 2023	<ul style="list-style-type: none"> <li>• Updated College Charter</li> <li>• Reviewed organisational structure</li> <li>• Reviewed schemes of service</li> </ul>	<ul style="list-style-type: none"> <li>• DHRA</li> </ul>
5.2	Ensure effective functioning of College oversight systems	Institutional leadership and operations facilitated regularly	<ul style="list-style-type: none"> <li>• Administrative services</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• DP-Administration</li> <li>• DP-Academic</li> </ul>
		College transportation services facilitated regularly	<ul style="list-style-type: none"> <li>• Transport services</li> </ul>	<ul style="list-style-type: none"> <li>• Transport Officer</li> </ul>

<b>S/N</b>	<b>STRATEGY</b>	<b>TARGETS</b>	<b>KEY PERFORMANCE INDICATORS</b>	<b>RESPONSIBLE PERSONS</b>
		Advisory legal services effectively implemented annually	<ul style="list-style-type: none"> <li>• Number of Governing Board meetings</li> <li>• Number of legal activities</li> <li>• Number of reviewed legal documents</li> </ul>	<ul style="list-style-type: none"> <li>• Legal officer</li> </ul>
		Administration block constructed by June, 2025	<ul style="list-style-type: none"> <li>• Administration block in place</li> </ul>	<ul style="list-style-type: none"> <li>• Head, Estates</li> </ul>
5.3	Ensure optimum human resource base	Number of academic staff increased from 167 to 417 and administrative staff from 129 to 300 by June, 2025	<ul style="list-style-type: none"> <li>• Number of academic staff</li> <li>• Number of administrative/technical staff</li> </ul>	<ul style="list-style-type: none"> <li>• DHRA</li> </ul>
		At least 15 staff sponsored by the College to pursue further studies annually	<ul style="list-style-type: none"> <li>• Number of sponsored academic staff</li> <li>• Number of sponsored administrative and technical staff</li> </ul>	<ul style="list-style-type: none"> <li>• DHRA</li> </ul>
5.4	Enhance staff welfare, remuneration and motivation	Employees welfare improved regularly	<ul style="list-style-type: none"> <li>• Reviewed incentive scheme</li> <li>• Timely payments of staff statutory benefits</li> <li>• Timely social security contributions</li> <li>• Timely promotions</li> <li>• Labour turnover</li> <li>• Number of sports and games</li> </ul>	<ul style="list-style-type: none"> <li>• DHRA</li> </ul>
5.5	Improve communication systems and information sharing	College records management system computerised by June, 2025	<ul style="list-style-type: none"> <li>• Computerised records management system in place</li> <li>• Number of e-services</li> </ul>	<ul style="list-style-type: none"> <li>• DHRA</li> </ul>
5.6	Sustain effective financial management and control	College financial resources and assets effectively managed regularly	<ul style="list-style-type: none"> <li>• Operationalised GePG system</li> <li>• Computerised asset register</li> <li>• Annual financial statements</li> <li>• Sub-vote to academic departments</li> </ul>	<ul style="list-style-type: none"> <li>• Head, Finance</li> </ul>

<b>S/N</b>	<b>STRATEGY</b>	<b>TARGETS</b>	<b>KEY PERFORMANCE INDICATORS</b>	<b>RESPONSIBLE PERSONS</b>
		Clean audit certificate obtained annually	<ul style="list-style-type: none"> <li>• Number of unqualified external audit opinion</li> <li>• Number of internal audits reports as per regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Internal Auditor</li> </ul>
5.7	Strengthen planning and budgeting processes at all institutional levels	Planning and budgeting conducted annually	<ul style="list-style-type: none"> <li>• Timely submission of budget estimates</li> <li>• Number of MTEF trainings to HoD's</li> <li>• Rolling strategic plan mid-review report</li> <li>• Timely submission of quarterly and annual progress reports</li> <li>• 2026 –2030 Strategic Plan in place in 2025</li> <li>• Up-to-date College risk register</li> </ul>	<ul style="list-style-type: none"> <li>• Head, Planning</li> </ul>
5.8	Strengthen quality of procurement processes	Procurement processes effectively implemented regularly	<ul style="list-style-type: none"> <li>• Number of users and members of Tender Board trained</li> <li>• Compliance rate on procurement regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Head-Procurement</li> </ul>
5.9	Diversify College revenue sources	Internally generated revenues increased by 10% annually	<ul style="list-style-type: none"> <li>• % increase in internally generated revenues</li> <li>• Investment strategy in place</li> <li>• Number of PPP investment projects</li> </ul>	<ul style="list-style-type: none"> <li>• Head, IRMU</li> </ul>
5.10	Enhance cost containment measures	Cost cutting strategy developed and implemented by June, 2025	<ul style="list-style-type: none"> <li>• Cost cutting strategy in place</li> </ul>	<ul style="list-style-type: none"> <li>• Head, IRMU</li> </ul>
5.11	Promote gender responsiveness in College structures and processes	At least five gender equity interventions implemented annually	<ul style="list-style-type: none"> <li>• Gender equity strategy</li> <li>• Number of awareness seminars</li> <li>• Sexual harassment reporting mechanisms in place</li> <li>• Functioning gender clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinator-Gender Unit</li> </ul>

<b>S/N</b>	<b>STRATEGY</b>	<b>TARGETS</b>	<b>KEY PERFORMANCE INDICATORS</b>	<b>RESPONSIBLE PERSONS</b>
5.12	Improve students governance and welfare	Students welfare services improved regularly	<ul style="list-style-type: none"> <li>• Student leadership in place</li> <li>• % of students satisfied with services</li> <li>• Number of sports and games events</li> <li>• Guidance and counselling unit in place</li> </ul>	• Dean of Students
		Hostel with capacity of accommodating 6,000 students constructed by June, 2025	<ul style="list-style-type: none"> <li>• Hostel to accommodate 6,000 students in place</li> </ul>	• Head, Estates
5.13	Improve College risk management and security services	College security services sustained regularly	<ul style="list-style-type: none"> <li>• College security strategy in place</li> <li>• Number of crimes</li> <li>• Number of seminars on disaster management</li> </ul>	• Head, Auxiliary Police
		Office of Risk Management Coordinator established by June, 2021	<ul style="list-style-type: none"> <li>• Functioning risk management office in place</li> </ul>	• Chief Internal Auditor
5.14	Strengthen College profile and visibility	Office of external links established by June, 2022	<ul style="list-style-type: none"> <li>• Functioning external links office in place</li> </ul>	• Public Relations Officer
		College marketing strategy improved regularly	<ul style="list-style-type: none"> <li>• College marketing strategy in place</li> <li>• Up-to-date College website</li> </ul>	• Public Relations Officer
5.15	Enhance College Environmental Management	Physical environment and sanitation services maintained regularly	<ul style="list-style-type: none"> <li>• Number of trees planted</li> <li>• Functioning environmental clubs</li> <li>• Sensitisation programmes</li> <li>• Rate of staff/student satisfaction on environmental related matters</li> </ul>	• Head, Estates

## CHAPTER FOUR: MONITORING AND EVALUATION

### 4.1 Introduction

MUCE embraces the culture of results orientation. It attaches highest importance to Monitoring and Evaluation (M&E) and therefore takes it as an essential management tool for ensuring effective and efficient implementation RSP and the achievement of desired outcomes. M&E activities help to know whether the intended results are being met and open-up the kind of corrective measures needed to ensure delivery of the intended results. For purpose of this RSP, the M&E objectives include:

- Taking the appropriate actions to ensure that the Plan stays on track and any deviations are timely addressed and corrected;
- Ensuring that the institution through the Plan makes progress on achieving the expected results within the planned timeframe;
- Ensuring that stakeholders and institutional management obtain regular feedback on the progress being made towards achieving the goals and objectives of the Plan;
- Improving clarity on stakeholders' expectations, roles and responsibilities as well as information on progress and performance through communication;
- Facilitating review of the implementation process;
- Ensuring that the implementation of the plan focuses on the realisation of the College mission; and
- Ensuring proper financial management

The responsibility of coordinating M&E is entrusted to the College Planning Unit while reporting on outcome indicators will be on respective target holder. Reporting on performance will be done quarterly and annually or anytime as need arises. RSP will be evaluated at the mid and end of the plan implementation period focusing on the following:

- Determining the extent to which the Plan activities are achieving stated objectives and contributing to decision making;
- Proving information that can help inform decisions, improve performance and achieve planned results;
- Assessing the efficiency, effectiveness and relevance of the institutional assistance and initiatives or strategies to implementing the Plan;
- Assessing adequacy of resources to implement the plan and justification of the use of those resources;
- Establishing any constraints to effective and efficient implementation of the plan; and
- Establishing whether the Plan has positive impact upon the fulfilment of the College vision and mission.

## **4.2 Monitoring Plan**

Table 4.1 presents the monitoring plan which will be used to measure the College objectives and outcomes. The plan consists of indicator descriptions; baseline indicator; indicator target values; data collection and methods of analysis; indicator reporting frequencies; and the office responsible for data collection, analysis and reporting.

## **4.3 Planned Reviews**

For the purpose of effective monitoring of the RSP, several reviews are planned to be carried out as shown in Table 4.2. Additionally, Appendix 1 gives the format for presentation of the quarterly, mid-annual and annual review reports.

**Table 4.1: Outcome Monitoring Plan**

Strategic Objective	Target	Outcome indicators	Baseline		Indicator target value					Data Collection and Methods of Analysis				Frequency of reporting	Responsibility of data collection
			Date	Value	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	Data Source	Data collection methods and instruments	Frequency of data collection	Means of verification		
A	HIV/AIDS preventive interventions to staff and students implemented	Prevalence rate of HIV/AIDS among tested staff/students	2019/20	N/A	x	x	x	x	x	College Health Centre	Testing	Daily	Testing reports	Annually	MOI



**Table 4.2: Planned Reviews**

<b>Year</b>	<b>Planned Reviews</b>	<b>Timeframe</b>	<b>Type of Report/Review</b>	<b>Responsible Person/Organ</b>
2020/2021	Quarterly progress report	Last week each quarter	Progress of implementation	College management, Deans and Heads of College units/departments/directorate
	End of year report	Last week of June 2021		
2021/2022	Quarterly progress report	Last week each quarter	Progress of implementation	College management, Deans and Heads of College units/departments/directorate
	End of year report	Last week of June 2022		
2022/2023	Quarterly progress report	Last week each quarter	Progress of implementation	College management, Deans and Heads of College units/departments/directorate
	End of year report	Last week of June 2023		
	Mid-term evaluation	December 2022	The mid-term evaluation	
2023/2024	Review RSP	July 2023	Review RSP based on feedback from the mid-term review	College management, Deans and Heads of College units/departments/directorate
	Quarterly progress report	Last week each quarter	Progress of implementation	
	End of year report	Last week of June 2024		
2024/2025	Quarterly progress report	Last week each quarter	Progress of implementation	College management, Deans and Heads of College units/departments/directorates
	End of the plan report	June 2025	Complete review and evaluation of the RSP	

## 4.4 Reporting Plan

### 4.4.1 Internal Reporting Plan

This plan will involve preparation and submission of various reports from units, departments and directorate on quarterly and annually basis or as may be required from time to time. The internal reporting plan is presented in Table 4.3.

**Table 4.3: Internal Reporting Plan**

Type of Reporting	Responsible Person/Organ	Recipient	Frequency
Quarterly report against activities and output indicators	College Principal, PDs, Deans, Heads of Departments/Units	DPs, Deans, Heads of Departments/Units/ Directorate	Quarterly
Annual report against activities, output and outcome indicators	College Principal, PDs, Deans, Heads of Departments/Units	DPs, Deans, Heads of Departments/Units/ Directorate,	Annually

### 4.4.2 External Reporting Plan

This plan will involve preparation and submission of various reports such as quarterly, mid-annual, annual reports to various external stakeholders. These include the Ministry of Education, Science and Technology, Controller and Auditor General, UDSM, Development Partners, the Parliament and General Public as detailed in Table 4.4.

**Table 4.4: External Reporting Plan**

Type of Reporting	Responsible Person	Recipient	Frequency
Quarterly progress reports as requested by UDSM, Donor, Government, and other partners	College Principal	Government, College Governing Board, Partners	Quarterly
Mid-year financial and performance reports, reporting against relevant output and outcome indicators	College Principal	Government, College Governing Board, Partners	Mid-annually
Annual financial and performance reports, reporting against relevant output and outcome indicators.	College Principal	Government, College Governing Board, Partners	Annually

## Appendix 1

### QUARTERLY PROGRESS REPORT FORM

Strategic Objective Code	Strategic Objective Description	Target Description	Actual Progress	Estimated % Completed	Amount Budgeted	Actual Expenditure	% Spent	Constraints/ Challenges	Remarks on Implementation
A									
B									
C									
D									
E									